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ABSTRACT

This handbook is intended as a guide to planning and implementing a home economics curriculum free from sex-role stereotyping that prepares male and female students to cope with their changing roles in society. Section 1, Overcoming Sex Stereotyping, provides a checklist (for assessing classroom activities) and necessary definitions. Teaching for Expanded Roles (section 2) discusses building curriculum, student outcomes, the teacher as model, and steps to eliminating sex-role stereotyping from the curriculum. Topics in section 3, Implementing a Sex Fair Program, include sex-fair language, recruitment, and writing brochures. Bulletin Board Ideas (section 4) gives general suggestions as well as specific ideas for these themes: family relationships/child development, foods/nutrition, housing/equipment, clothing/textiles, and consumer/management. A final section, Educational Strategies for Expanding Role Options, presents examples for learning opportunities found useful in coed home economics classes for expanding role options, and suggestions for career awareness activities. Evaluating resource materials and using sex-stereotyped and -biased materials are also discussed. (YLB)

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EXPLORING ROLE OPTIONS

A Guide for Eliminating Sex Stereotyping in Home Economics



CE 024 594

Joan D. Bernstein · Montclair State College

Department of Home Economics

In cooperation with : New Jersey State Department of Education

Division of Vocational Education and Career Preparation

Office for Equal Access

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Acknowledgements

In the Spring of 1978 the New Jersey Office for Equal Access and the Home Economics Department of Montclair State College sponsored a program to study the problem of planning and implementing a home economics curriculum free from sex role stereotyping.

The participants in this program included both in-service and pre-service home economics teachers.

This handbook is an outgrowth of this project and reflects the ideas and suggestions of those individuals associated with the program.

Ruth Polasik, project associate, provided invaluable assistance in organizing program materials and resources. Consultants who contributed important input to the final manuscript were; Huberta Alcaro, Roberta Brause, Elaine Douma and Karen Todd.

Senior home economics students Sandra Antonacci and Kathleen Phflug were involved in developing the sections on bulletin boards and evaluating print materials.

Lois Van Iderstine was editor as well as style consultant; Linda Oniki typed the final manuscript and Sidney Bernstein created the cover design.

It is hoped that this source book will serve as a teachers' guide in assisting students to prepare for the future and the multidimensional roles they will assume.

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PREFACE

The mandate to provide equality in educational programs in New Jersey is related to the Federal Legislation known as Title IX which was passed by the 92nd Congress (1971-72). This section of the Education Amendments Act forbids sex discrimination against students in federally assisted education programs.

This was followed by the enactment of Public Law 94-482 - Education Amendments of 1976, Title II - Vocational Education. This law deals specifically with overcoming sex bias and sex stereotyping.

Although there had been opposition to the passage of this law by educators and the lay public, sex discrimination, once a personal or moral decision, is now regulated by law.

Implications for Home Economics in New Jersey

Since May, 1975, Home Economics classes must be open to both male and female students. Some teachers in New Jersey have been teaching coed classes for several years and wonder what all the furor is about. However, when Title IX of the Education Amendments of 1972 was enacted and then was followed in New Jersey with the implementation of Title 6, some new areas of concern and uncertainty emerged.

Close scrutiny of the two regulations revealed a number of questions for home economics educators; among them are:

1. What exactly is meant by the terms discriminatory practice, sex bias, sex stereotyping and sex discrimination?
2. What discriminatory practices are unconsciously carried on in home economics programs? What activities, programs and course

content are selected unconsciously, thus revealing the values and traditional patterns of our culture?

3. How does use of the media reinforce sex stereotypes? Are the materials chosen for class work promoting negative sex role stereotypes?
4. What strategies or approaches are used to recruit students for home economics classes? What techniques are used to filter out those students considered not suitable?
5. How do the home economics classrooms and the physical properties found within the room promote or hinder a bias-free learning environment?
6. How does the teacher influence the climate of the classroom? Are the evaluation techniques or standards of work different for male students than they are for female students?
7. Do long held assumptions about sex-appropriate activities restrict choices or options for pupil growth?
Are individuals denied the opportunity to deal with concepts and ideas that can help them develop their fullest potential, because of their sex?
8. Do the values and attitudes of the home economics teacher influence the objectives and outcomes of the program?

It is hoped that this handbook will serve to answer these questions and clarify some misconceptions surrounding the mandate to provide opportunities for including both males and females in home economics classes.

I. OVERCOMING SEX STEREOTYPING

THE CHALLENGE

WHERE DO YOU STAND?

SOME TERMS YOU MAY NEED TO KNOW

The Challenge

Current federal and state legislation charges all educational systems with eliminating sex stereotyping and sex bias. This mandate has resulted in an important challenge and the possibility for exciting opportunities in home economics programs.

When outmoded attitudes toward sex roles are eliminated the potential for helping students expand their role options emerges. Both sexes can benefit from the occupational and vocational skills that are developed in home economics classes.

The opportunity for males as well as females to deal with the subject matter of home economics can make a genuine difference in their lives.

Expanded role options are but one desirable outcome of coed participation in home economics. Eliminating sex bias from home economics classes and eliminating sex role stereotypes from the curriculum also enables individuals to become liberated in the true sense of the term. Students have the freedom and the knowledge to make choices about the roles they plan in career and family activities based on their personal values, needs and motivations.

The tremendous stress faced by families and individuals in today's world could be ameliorated if people had coping skills for dealing with change.

Effective home economics programs offer the chance to develop these coping skills.

Where Do You Stand?

Here is a checklist to help you determine whether or not your classroom activities provide for expanding role options.

Assume for a moment, that you have taught basic clothing construction for several years to an all female population. Suddenly, your administration indicates that you will have both males and females in your clothing classes.

Questions: What attitudes of your own need to be changed? What questions come to your mind first?

1. Do you actively seek to recruit male students for your classes?
2. Do you try to include guest speakers and resource persons who are of both sexes?
3. Do you have the same evaluative criteria for both males and females in your classes when judging their work?
4. Do you avoid whenever possible assigning tasks according to sex, for example, girls set the table, boys take out the garbage?
5. Do you consciously avoid using the feminine pronouns to the exclusion of the male? Do you refer to your students as "my girls" or to fathers as "breadwinners"?
6. Do your bulletin boards and other visuals depict males as well as females?
7. Do you help students to see the occupation of homemaking as an androgynous one?
8. Do you provide experience for students to clarify their values which relate to sex stereotyping? Do you help them analyze the myths and realities related to their beliefs?
9. Do you emphasize the career possibilities open to both men and women through the use of the skills learned in home economics classes, for example, family, law, pediatrics, social work, food service management, and so on?

Some Terms You May Need to Know

Current literature examining the problem of providing equal access to all educational experiences for both male and female students is liberally sprinkled with some phrases you may not be certain you can define. Here are some you may need to know.

Stereotype

Assumed, defined, social conventions or names, learned behavior, attitudes and exceptions. Assumptions that people of different sexes should behave according to rigid patterns.

Stereotypical behavior

A pattern of action or thought based on the expectations or norms of a particular group or society.

Sex bias

One sex is favored over the other. Preferential treatment is given to one group rather than the other.

Discriminatory practice

An action or failure to act based on the sex of the individual or group.

Expanded roles

Males and females are presented as equals in the home, school, and the world of work. They are free to embrace roles which were previously limited to one sex. They are free to demonstrate a wide range of personality traits, intellectual abilities and interests.

Androgyny

The ability to express both "masculine" and "feminine" characteristics.

Often stereotyped or biased actions are a result of unconscious behavior by the teacher. Social and cultural conditioning influence our patterns of action. Check some of your practices; determine whether or not you are guilty of some undesirable expressions.

II. TEACHING FOR EXPANDED ROLES

BUILDING CURRICULUM

STUDENT OUTCOMES

TEACHER AS MODEL

SEVEN STEPS TO ELIMINATING SEX-ROLE
STEREOTYPING FROM THE HOME ECONOMICS
CURRICULUM

Teaching for Expanded Roles

There is increased awareness that sex discrimination in education today denies the opportunity for individuals to develop their total beings. In addition, it limits a whole world of subject matter to a particular sex. To exclude girls from a course in auto mechanics because it is not considered necessary nor appropriate for their development of life skills is outrageous. Analagous to this is to offer a foods class to males and to eliminate the concepts of nutrition and meal planning. Both of these actions are based on the premise that the students will not be expected to deal with the subject matter in the future.

The impact of Title IX legislation and its companion in New Jersey, Title VI, is designed to provide external forces for change in educational practices.

The eventual elimination of sexist practices within schools is necessary in order to provide each student with a "wider range of alternatives in his (or her) life choices with each increment of education." Students at all levels of education need to be aided to find new doors rather than being trained even more narrowly to fit into a specific societal niche. (Illinois Teacher, Vol. XX, No. 4)

Men are reaching into areas once considered only for females - child development activities, food preparation and consumer management. Many current thinkers believe that traditional prescriptions for male and female roles are dysfunctional in today's fast paced society. Technology has eliminated many of the tasks which used to require muscularity or extended time. Mechanized tools like vacuums and irons make household activities less tedious, but also limit the sense of fulfillment and skill that a housewife can feel. The barriers surrounding "men's jobs" are eroding. Women, anxious to contribute economically to the family, are taking nontraditional jobs. Women with special skills and intellectual abilities are being called on more often to participate in professional research and advisory roles in all fields. (Guttentag and Bray, 1976, p. 9)

Stereotypical behaviors appear to be useless in today's society. Women as well as men are being called upon to play an ever expanding number of roles in the world today. This multiplicity of roles calls for the development of new skills and competencies on the part of men and women. These skills are those required for effectively managing their lives. The ability to set goals based upon clarified values and the ability to proceed to implement these goals by effectively managing their resources are the skills for effective daily living. These skills are not needed primarily by one sex but are needed by both men and women as they pursue their life goals.

Our present society requires that individuals do not place limits on their behavior according to their sex. One is expected to be able and willing to play an ever increasing number of roles according to the demands of the life situation in which one finds oneself. This ability to express both "masculine" and "feminine" characteristics is referred to as androgyny.

The advantages to androgyny are many. Guttentag and Bray see these in particular:

Androgynous people can be situationally relevant to their problem solving. That is, androgynous men can fix a baby bottle, handle a kitten, or iron a shirt, while "masculine" men could not do so, or prefer not to do so even with monetary rewards. Androgynous women can give independent evaluations, use a hammer, and solve an abstract problem, while "feminine" women are usually too paralyzed to perform any task adequately. Among researchers who study sex role socialization there is little disagreement that arbitrary decisions about what sex role is appropriate tend to limit the development of any person to his or her full potential. (p. 11)

Building Curriculum

- A. Conduct needs assessment among students, parents, community and school staff to revise or modify objectives of each course as well as the curriculum as a whole. Base objectives on the needs and interests of the total population.
- B. Consider career development needs of students. Career aspects of home economics curricula provide a rich source of concepts and supporting content for course work.
- C. Plan projects that will enable students to attain skills outlined in objectives. There should be equal potential for student interest and achievement by students of both sexes. Make no assumptions about expected progress. For example, many girls begin units and courses with little or no ability in the specific area being taught, just as many boys do. Simply treat each student as is; a beginner, whether the student is a girl or a boy. Likewise, expect boys to advance in the subject as rapidly as any girls. It should not surprise you when they do.
- D. Keep upgrading the quality of the courses. High interest, substantive course work benefits all students.

Student Outcomes

At a meeting at the University of Illinois in April, 1978, Alberta Hill, Dean, College of Home Economics, Washington State University, gave an address "Building Our Profession". She identified new goals for the person educated through home economics. To be able to:

- A. Guide and nurture the young.
- B. Teach children, the handicapped, disabled and the elderly independent living.
- C. Cope with the technology of the home.
- D. Implement consumer decisions based on knowledge of world resources and the effects of their use on others.
- E. Acquire skills and attitudes to maintain kinship system in new family forms.
- F. Develop environments which enhance the quality of life.
- G. Overcome stereotypes of sex roles and develop healthy concepts of masculinity and femininity.
- H. Plan for feeding oneself and one's family on the basis of available knowledge.

Teacher as Model

- A. Use neutral lab coats, aprons, decorative touches.
- B. Assign roles in lab courses equally, for example, service and clean up in foods classes.
- C. Respect qualities of each and every student regardless of sex.
- D. Avoid verbal references to sexist remarks and traditional roles.
- E. Use non-traditional role-models as speakers for class visitations.
- F. Break down projects in clothing classes into segments that focus on individual skills in addition to working with fitted garments; for example, seams, darts, collars, gathers and buttonholes, can all be practiced without constructing a "wearable" garment. Consider also the analogies -- a woman's blouse and a man's shirt present very similar experiences. Focus on the skills students need to develop.
- G. In evaluating student progress, make no excuses -- use the same standards for males and females.
- H. Work constantly but tactfully with colleagues and students to promote positive and respectful attitudes toward students in the courses. Reinforce positive statements and ignore or politely counteract negative ones. Avoid being overly militant. Let the work of the students speak for itself.
- I. Learn to operate educational equipment, for example, movie projector, tape recorder, etc.
- J. DO NOT BE AFRAID TO TEACH COED CLASSES. OTHER TEACHERS HAVE BEEN DOING IT FOR YEARS.

Seven Steps to Eliminating Sex-Role Stereotyping from the
Home Economics Curriculum

- ☐ 1. Familiarize yourself with Title IX, Title II of the Educational Amendments of 1976, and the regulations of Title 6 as they have been developed for New Jersey.
- ☐ 2. Assess your position on teaching coed classes - determine where you stand. Examine the model you provide for your class.
- ☐ 3. Check your course titles and course descriptions for symptoms of "age" which may reflect conscious or unconscious stereotyping.
- ☐ 4. Develop recruitment policies and practices to attract males as well as females to your classes. Demonstrate that the demands of expanded roles in the near future can be met through life skills developed in home economics classes.
- ☐ 5. Monitor your curriculum; be certain the thoughts of males are heard, as well as females. Balance your guest lists. Try to have male as well as female resource persons visit your classes. Plan for attitude development as well as knowledge and skills.
- ☐ 6. Watch your language. Much sex role stereotyping is subtle. Try to watch your "his" and "hers"; keep them equal. Encourage a classroom climate that emphasizes the potential of people and the elimination of limits based on sex.
- ☐ 7. Evaluate your teaching materials; if they are biased or stereotyped, try to replace them. If that is not possible, have students point out the misconceptions. Examine the impact of stereotyped images on the attitudes and behavior of people.

You're on your way - to developing a home economics curriculum that focuses on expanding role options and developing human potential.

III. IMPLEMENTING A SEX FAIR PROGRAM

WHAT DO YOU SAY? IS YOUR LANGUAGE SEX FAIR?

LANGUAGE - WORDS DO MAKE A DIFFERENCE

SEXISM IN LANGUAGE

RECRUITMENT

WRITING BROCHURES

What Do You Say? Is Your Language Sex Fair?

Students are assigned to purchase fabric for a clothing construction project. Do you say?

When you go to the store with your mother

This is an example of:

- a. stereotypical behavior
- b. sex bias
- c. discriminatory practice
- d. expanded roles

A student is working in the child development lab nursery school. The student tries to comfort a crying child by saying:

Big boys don't cry.

This is an example of:

- a. stereotypical behavior
- b. sex bias
- c. discriminatory practice
- d. expanded roles

The food preparation class wants to set up a mock restaurant. Work assignments must be made. Do you say?

Boys will be the managers.
Girls will be the waitresses.

This is an example of:

- a. stereotypical behavior
- b. sex bias
- c. discriminatory practice
- e. expanded roles

Language - words DO make a difference

Learn how to spot sex bias in words, in pictures, in actions. Revise the curriculum materials and your own approaches to consider males and females equally in each concept presented.

Sexism in Language

As a teacher be conscious of your word choices. Select them carefully. At first you may feel self-conscious, but this behavior will become second nature in a short while.

The following material was taken from the November 1977 issue of FOLIO MAGAZINE, which acknowledged the contribution of the McGraw-Hill Book Company for its precedent-setting work in this area. Use of this material will help you develop a better vocabulary awareness.

- I. Include all people in general reference by substituting sexual words and phrases for man-words.

<u>NO</u>	<u>YES</u>
mankind	people, humanity, human beings, human race
man-made	synthetic, artificial, constructed, manufactured, of human origin
manpower	human resources, human energy, workers, workforce
man-sized	husky, sizable, large, requiring exceptional ability
man-hours	hours, total hours, staff-hours, working hours
founding fathers	pioneers, colonists, patriots, forebears
gentlemen's agreement	informal agreement or contract

II. Refer to women and men equally and make references consistent.

NO

Sam Purdy and Miss Brown

Julia and Purdy

Mr. Purdy and Julia

Miss Brown and Sam

YES

Sam Purdy and Julia Brown

Julia and Sam

Purdy and Brown

Miss Brown and Mr. Purdy

III. Avoid using "man" or "woman" as a suffix or prefix in job titles.

NO

businessman/businesswoman

chairman/chairwoman

workman

foreman

repairman/handyman

cameraman

delivery boy

salesman

YES

business executive, manager,
entrepreneur

presiding officer, the chair, head,
leader, coordinator, moderator,
chairperson

laborer, employee, staff member

supervisor, manager

maintenance person, or be more
specific: plumber, electrician,
carpenter

camera operator, technician,
photographer

delivery person, courier, messenger

salesperson, sales clerk, sales
representative

IV. Use parallel language when referring to people by sex. Females over the age of 18 are women, not girls, unless men are referred to as boys. Similarly, women are "ladies" only when men are "gentlemen."

NO

the ladies and the men

man and wife

YES

the women and the men; the ladies and
the gentlemen; the girls and the boys

husband and wife

V. Grant equal respect to women and men.

Do not trivialize or stereotype either sex or describe men by mental attributes or professional position and, at the same time, describe women by physical attributes.

NO

John Simon is a competent executive and his wife, Ann, is a charming brunette.

Ann Simon is a successful designer and her husband John, is a handsome blond.

YES

The Simons make an attractive couple. John is a handsome blond and Ann is a striking brunette.

Ann and John Simon are highly respected in their fields. She is a successful designer and he is a competent executive.

VI. Encourage students to evaluate the effects of sexism in language.

The following chart may provide the basis for a provocative discussion.

SEXISM IN LANGUAGE*		
Have you thought about the male and female connotations of the following descriptive words? Do you agree with the sex-related interpretations?		
DESCRIPTIVE TERM	INTERPRETATION FOR WOMEN	INTERPRETATION FOR MEN
Forceful	Domineering	Charismatic
Talkative	Gabby	Articulate
Forgetful	Scatterbrained	Absent-minded
Interested	Nosy	Curious
Obstinate	Stubborn	Strong-willed
Angry	Hysterical	Outraged
Ironical	Bitter	Humorous
Efficient	Compulsive	Competent
Talking together	Gossip	Conversation
Devious	Scheming	Shrewd
Lighthearted	Frivolous	Easy-going
Thoughtful	Over-sensitive	Considerate
Careful	Obsessive	Prudent
Dauntless	Brazen	Fearless
Ordinary	Homely	Pleasant-looking
Industrious	Drudge	Hard-working

*Terminology adapted from "Poster Pull-Out," Colloquy, Vol. 6:9, November 1973, p. 22.
Note: Also see "A Vocabulary Guide for Working Women" in the book, Sisterhood is Powerful, edited by Robin Morgan.

ILLINOIS TEACHER May/June 1975

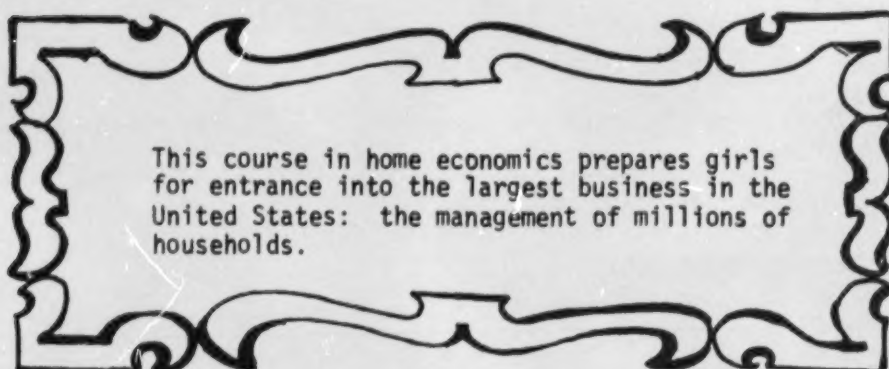
Remember: language can be:

exclusionary	-----	encompassing
biased	-----	sex fair
negative	-----	positive
demeaning	-----	supportive

Recruitment

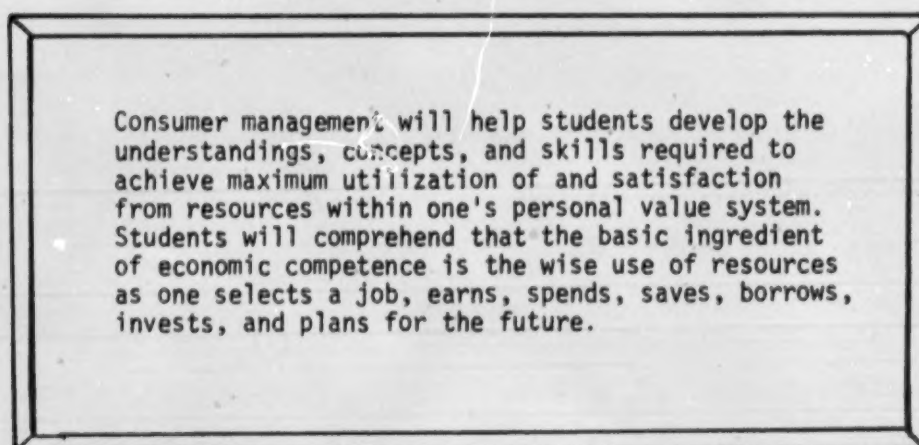
One way to begin to encourage more equal participation in home economics classes is by carefully examining course titles and descriptions.

Domestic Science



Although antiques are becoming increasingly valuable, course descriptions like this one will not demonstrate the potential of your course offerings.

Consumer Management



Be certain your course titles are free of sex bias. If you find some relics in your files, update them before the registration period in your school.

<u>This</u>	<u>Not This</u>
Apparel: Selection, Design and Construction	Sewing
Consumerism	
Consumer Economics	
Design for Living (Interior Design-Home Furnishings)	Household Arts
Family Living	
Foods Service Management	
Food Science	Boys' Chefs Class
Human Development	
Lifestyles 19__	Bachelor Living
Nutrition	
Parenting	
Personal and Family Management	Baby Sitting for Girls

There are many other effective recruitment strategies. Among them are:

1. Serve as a guest speaker in another discipline to get to know the student population and to get them to know you. Architectural drawing might be one.
2. Develop your own expertise in broader, non-traditional areas and demonstrate your ability to exercise it. Show how your own expertise relates to a variety of disciplines and interests that are not traditionally female-oriented. For example, show how consumer

education applies to the purchase of sporting goods and motorcycles.

3. Use displays and showcases showing both males and females engaged in home economics-related activities.
4. Be sure to participate actively in career fairs and orientation programs. Recruit males on those occasions to help and participate in ways other than the traditional refreshment service role.
5. Become acquainted with students in your study halls and during cafeteria supervision. Get to know the male students and learn about their interests. Begin relating your subject to those interests in your conversations.
6. Invite males to participate formally and informally in your classes. Have them serve as panel members and guests.
7. Write for grants and use such projects to institute pilot programs involving males and females together in home economics units. Give the project visibility. Blow your own horn; via the school paper, local news media, bulletin boards, and coffee klatches.
8. Work cooperatively with guidance personnel. Be willing to serve the "entire" population in the school including and "especially" non-goal oriented young people. Many students are in need of credits and yours may be just the course for them. You can make significant contributions in the lives of such youngsters.

9. Encourage interested students to recruit their friends. Use plenty of P.R. The best public relations is word of mouth, so gear your courses to the real needs and interests of students. Positive, highly valuable activities soon become articulated among students.

10. Develop brochures to:

- * acquaint potential students with programs and trends
- * build good will and a working relationship with the community
- * gain support for funding
- * develop a reputation for the school and/or department through reporting of accomplishments

Be certain your material does not assume all readers are of one sex or the other. Remember that male students as well as female students will not relate to certain phrases:

you and your girlfriend
for the guy on the way up
for the mother of tomorrow

you and your date
for the individual or person
for the parent of tomorrow



IDENTIFY YOUR GOAL

- * Familiarize an audience with programs
- * Build goodwill and a working relationship with the community
- * Provide visibility for the department by reporting accomplishments
- * Recruit participants and build enrollment
- * Secure support for funding

. . . . To achieve your GOAL, your brochures, booklets and bulletins must be SEEN and READ

PROCEED TO YOUR GOAL

- * Develop a distinctive, catchy title
- * Use short, concise sentence structure
- * Prepare a mock up
- * Space the text and select type for readability
- * Use color, design and visuals to attract attention
- * Show evidence of coed student participation
- * Be accurate and informative
- * Check for sex-bias and sex stereotyping
- * Implement production and arrange for the distribution of the materials

TITLE SOURCES

- * Buzz Sessions with Students and Colleagues
- * Themes of Current Events
- * Slogans, Teenage Expressions, Exclamations
- * Song Titles
- * The Bible
- * Quotations, Proverbs, Axioms
- * Nursery Rhymes, Fairy Tales
- * Alliteration
- * Historical Speeches and Classical Literature
- * Home Economics Journals and Periodicals

Be Expressive!

Convey Excitement!

Use Imagination!



Source	Suggested Title	Application
song	'You Light Up My Life'	equipment and/or interior design
Bible	'Am I My Mother's Keeper?'	family living
Bible	'Many are Called But Few Are Chosen'	career development
Alliteration	'Kids, Kisses, Kindness'	parenting; child development
proverb	'Taste Makes Waist'	foods, nutrition
nursery rhyme	'Pocketful of Rye/Money/ Problems, etc.'	consumer management
nursery rhyme	'A B C's of _____'	multi-purpose
nursery rhyme	'Whittle While You Work'	foods; nutrition management
expression	'For Heat's Sake'	equipment
expression	'Get With It: <u>course title</u> '	recruitment
Declaration of Independence	'Life, Liberty, and the Pursuit of <u>(title)</u> '	recruitment
Shakespeare	'To Be or Not To Be'	personal management; career development
proverb	'A Stitch in Time'	clothing instruction

IV. BULLETIN BOARD IDEAS

FAMILY RELATIONSHIPS/CHILD DEVELOPMENT

FOODS/NUTRITION

HOUSING/EQUIPMENT

CLOTHING/TEXTILES

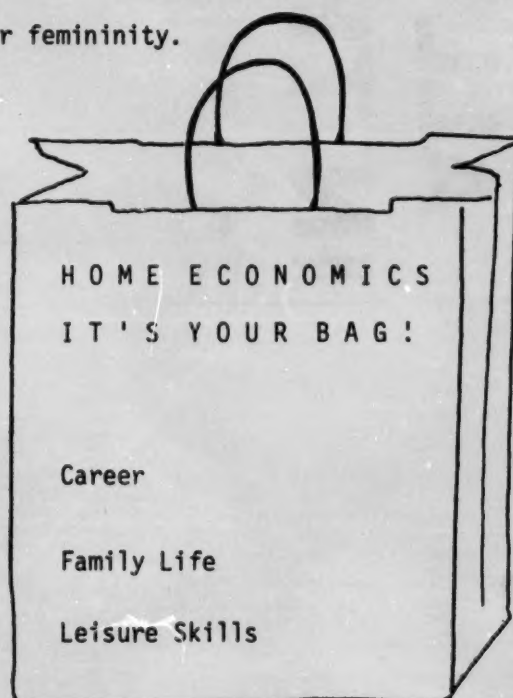
CONSUMER/MANAGEMENT

Bulletin Board Ideas

Make use of the various methods available to successfully convey ideas and concepts. A bulletin board can be a valuable teaching tool. Through the use of visual aids, the teacher can reinforce verbal information and present concrete images of people in all human roles.

General Suggestions

1. Use themes that will attract students of both sexes.
2. Choose attractive color schemes. Avoid assigning traditional colors such as pink for girls and blue for boys.
3. Include people in non-traditional roles.
4. Plan boards with designs and symbols that are appealing to all individuals. Avoid arrangements that may be associated only with masculinity or femininity.



Generalization: Participating in home economics classes provides opportunities for developing skills and competencies to enhance the quality of individual and family life.



Single Parents



Couples



Groups

Extended Family



ALL IN THE FAMILY



Nuclear Family

Single Person



Generalization: Family units in our society can be structured in many forms.

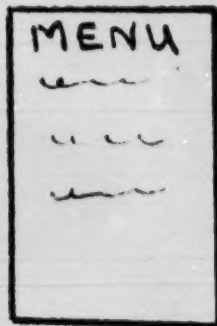
Bulletin Boards

Family Relationships/Child Development

A simple and easily constructed bulletin board in the area of Human Relationships might be centered around the words, "All In The Family."

1. Students can be encouraged to share in this learning experience by adding pictures of different lifestyles to the board as they find them.
2. As various lifestyles are added to the board, classroom discussions can dispel some of the stereotyped notions that students may have developed.
3. Positive and negative aspects of different relationships can be explored.
4. The options that are available for males and females can be discussed leading to an understanding of more human roles.

Visual displays may also be used as a springboard for future studies. Perhaps the "All In The Family" board could lead to a unit on parenting child development, or consumer management.



PLAN

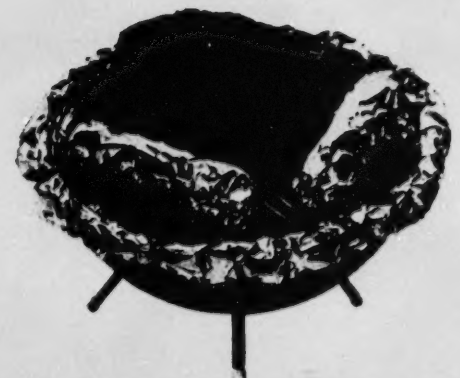


SHOP CAREFULLY



36

STORE FOOD SAFELY



COOK WISELY

37

Generalization: Knowledge of basic food and meal management techniques enables individuals to nourish themselves properly in any life situation.

Bulletin Boards

Foods/Nutrition

Effective bulletin boards will be simple, practical and give direct information. They will show students of either sex how they can relate the knowledge and skills they will acquire to their daily lives. Some possible scenes might be developed around:

- Snack foods
- Dietary requirements for the male and female athletes
- Food and meal management for parties
- Cooking for singles

A camp scene might be an interesting way to display information about meal management.

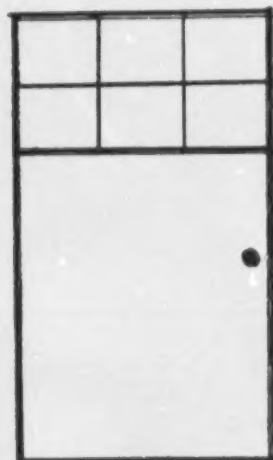
1. Choose a tent or any other piece of camping equipment as a central object.
2. Since the central object is not the main message being stressed, however, keep it in proportion to the other information you will display.
3. In the four corners of the board display scenes or figures conveying the fundamental steps of meal management, in very simple terms.
4. Make the overall display relevant to everyone by depicting members of both sexes.
5. Avoid portraying people in traditional gender defined roles.

A variety of living situations are possible in today's world. You can visually communicate this message to your students. Make them aware of the value that foods and nutrition courses have for all of them.

BE EQUIPPED FOR YOUR FUTURE



LEARN
USE
AND
CARE
OF
HOUSEHOLD
EQUIPMENT



Generalization: Individuals who learn basic use and care of household equipment are better prepared for independent lives.

Housing/Equipment

Modern technology and varied lifestyles have provided individuals with many new choices to make in the areas of housing and equipment. Bulletin boards in these areas can be used to create an awareness in all students. They should encourage all individuals to think of acquiring skills to prepare for their future. To help students think in terms of acquiring skills and knowledge based on needs rather than sex roles, boards might be designed around:

The variety of housing units and the advantages or disadvantages of each.

Equipment and the various ways different members of a household might use it.

Apartment size appliances for independent living.

Basic equipment for starting a home.

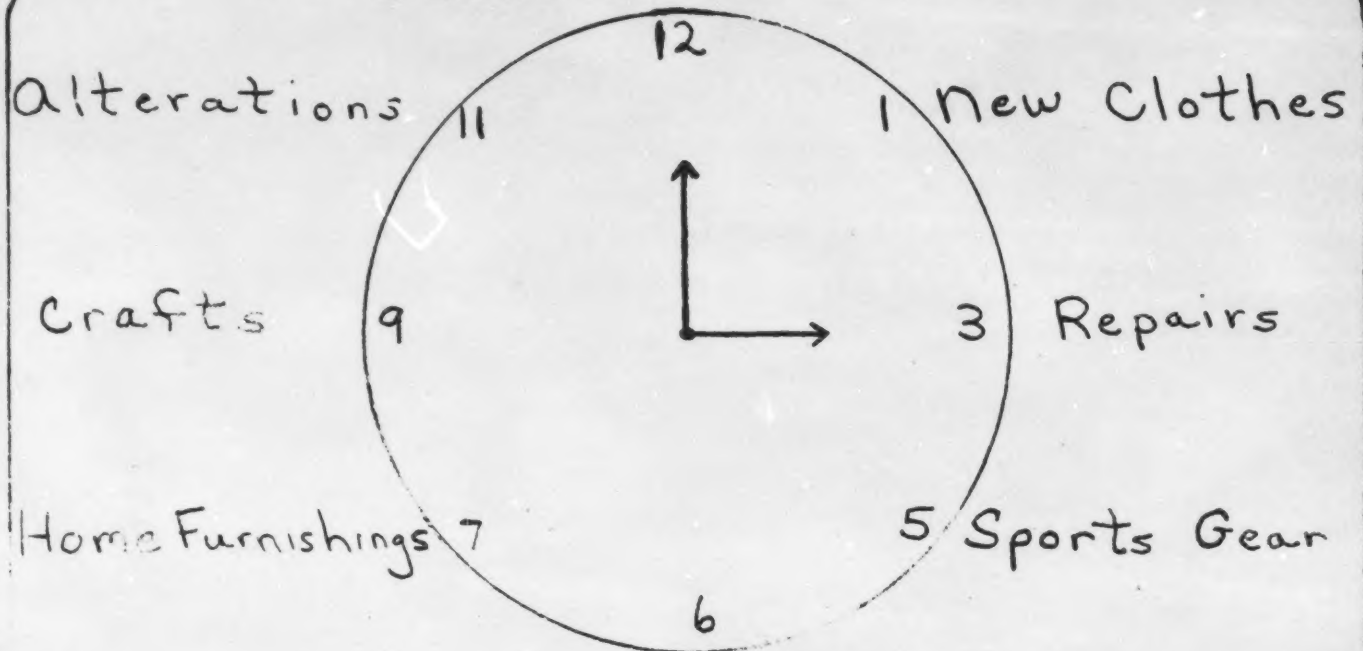
Rooms designed around a special interest such as, painting, hobbies, or music.

A bulletin board that might make students more aware of the need for all individuals to participate in the processes involved in their daily lives is one that depicts someone in a non-traditional role.

1. Convey the message through the use of simple lettering.
2. Add basic figures to achieve the visual impact and expose students to new ways of thinking.

Students who are encouraged to view their housing needs in terms of human roles are better prepared to contribute to their living environments.

TIME OUT!



SKILL Board

		Zippers	Hems	Buttons	Seams	Machine Repair
Mary	0					
Bob	0					

SCORE BY SEWING

Generalization: Knowledge and techniques acquired in clothing construction provide the individual with skills to meet basic needs as well as to pursue creative interests.

Clothing/Textiles

Enthusiasm can be generated for a unit by relating it to the real life situations to which it applies. A bulletin board is an excellent way to point out the vast number of applications that clothing and textile skills have for males and females. Some appealing themes may include the current trends that are so popular with teenagers today, such as:

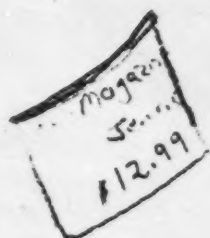
- * Patches sewn on pants
- * Decorative stitching on garments
- * Craft items
- * Sports goods
- * Track shorts

Attractive displays may include real items but the teacher can also encourage students to explore a unit by appealing to them through a catchy theme.

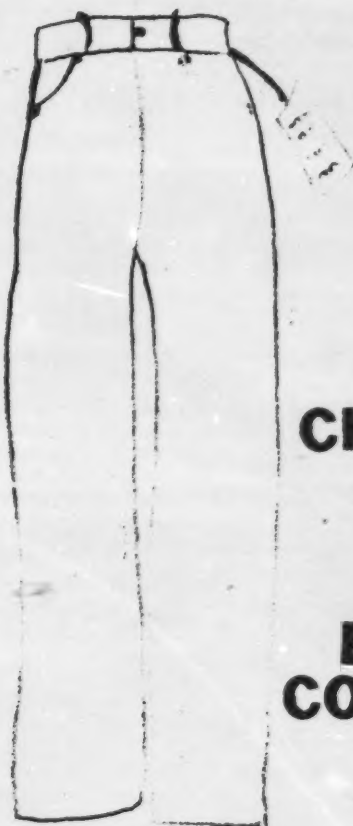
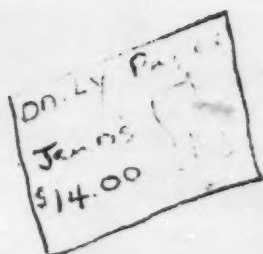
1. Choose titles from songs, books, movies or any other current trend. A simple "time out", that is used in all sporting events, may catch the eye.
2. Relate the theme to the important points you want to make through symbols and designs.
3. Avoid arrangements that may be associated with traditional thoughts of masculinity or femininity.



DON'T 'HUSTLE'



**COMPARE
PRICES**



READ LABELS

CHECK DESIGN

**EXAMINE
CONSTRUCTION**

COMPARISON SHOP

Generalization: Comparison shopping techniques help consumers utilize their resources efficiently.

Consumer/Management

Non-stereotyped bulletin boards appeal to the needs of all individuals. The bulletin board may motivate students to learn more about a specific unit. For instance, suggestions for some general themes stressing the need to be more alert consumers and better managers might be:

- * Buying on credit
- * Conservation of natural resources
- * Budgeting
- * Consumer laws
- * Comparison shopping

A bulletin board based on comparison shopping, for example, may center around an article that attracts the attention of either sex.

1. A central object such as jeans may be cut from construction paper or fabric. If the board is large enough an actual pair of jeans is eye catching.
2. Advertisements cut from magazines, flyers, newspapers and catalogs may point out the different prices and/or styles.
3. A label or hang tag may also be noted.
4. Captions stress the different points of construction and design.

By relating more specifically to all of your students you will encourage them to develop the skills necessary to become more independent human beings.

V. EDUCATIONAL STRATEGIES FOR EXPANDING ROLE OPTIONS

TEACHING TECHNIQUES THAT WORK

CAREER AWARENESS

CAREER AWARENESS ACTIVITIES

EVALUATING RESOURCE MATERIALS

USING SEX STEREOTYPED AND BIASED EDUCATIONAL MATERIALS

Teaching Techniques That Work

The teaching activities presented here are the suggestions of the participants in the New Jersey workshop.

They are examples of learning opportunities that have been found successful in their coed home economics classes for expanding role options. Look them over. You might capitalize on their experiences.

Family Relations/Child Development

1. Role play familiar situations in students' lives by reversing sex roles.
2. Discuss mate selection. Assign each person to make a list of desirable and undesirable traits. Combine the lists and discuss the similarities and differences according to sex.
3. Have students evaluate children's literature and prime time television for role stereotyping.
4. Have each student write his/her ideal marriage contract including expectations and responsibilities for both partners. Repeat the exercise, asking students to respond as members of the opposite sex. Compare the two responses and have them discuss the differences.
5. Invite a male teacher and his wife to participate in a discussion about their parenting responsibilities. Since students probably know one of the individuals, they will be able to view both the mother's and the father's role as equally important.
6. Role play (complete with props) situations which may arise in babysitting, child care, or family life. Allow students to assume roles of the opposite sex to understand another viewpoint.
7. Have students survey local child care options for working parents. Not only is this activity a practice in comparison of quality, costs, hours available and facilities, but it can also be used to create awareness of the needs of working parents.

Foods/Nutrition

1. Rotate the work schedule to allow each student a chance at the food preparation jobs and to become aware of the varying responsibilities.
2. Assign all the students a project demonstrating the preparation of a favorite food item. Students see males and females in the role of cook.
3. Start a classroom garden. Each student plants one vegetable. While the plants are growing, students prepare vegetables in a variety of ways. At the end of the unit, students may take plants home. Discuss careers related to food production.
4. Make recipe titles and food choices appealing to both sexes. Avoid items such as tea sandwiches, lady fingers, etc.
5. Have students keep records of the food preferences in the school cafeteria. Write an article on the results for the school paper.
6. Remove the ingredient lists from a variety of food packages. See how many foods students can identify from these clues. Use this to introduce a lesson on labeling.

Clothing/Textiles

1. In clothing laboratory have each student repair, alter, or decorate a piece of clothing. Students learn that even if they don't wish to construct new items, they will learn basic skills that will be of use.
2. Choose patterns which feature both male and female versions of the same outfit. The class should not choose a pattern on the basis of sex but for appropriate construction concepts.
3. Include pattern posters that show both sexes.
4. Demonstrate the mechanics of a sewing machine. Remove parts to show how it works. Teach proper cleaning and oiling.
5. Allow students to make sports equipment such as sleeping bags, ski jackets, and small tents.

Interior Design/Housing/Equipment

1. Write an article or demonstrate how to refinish furniture, paint, or wallpaper a room, or build a simple piece of furniture.
2. Videotape or report to the class a consumer study on a product used in the interior design field.
3. Design and construct an item for decorative enrichment, for example, plant hangers, wall hangings.
4. Design a living environment for a particular lifestyle popular today, such as recreational vehicles.
5. Role play families investigating the choice of appropriate housing. Include the problems of lifestyle, financing, maintenance and others. Discuss the responsibilities of each family member in the decision making.
6. Develop mock commercials. Students to explain the workings and characteristics of commonly used household equipment as food processor, jig saw, and wet/dry vacuum.
7. A study of energy use in the home might lead to a contest to see which student can enlist the aid of his/her family in energy conservation measures and come up with the greatest reduction in energy consumption for one month.

Consumer/Management

1. Have home economics class assume responsibilities for managing a school activity such as a class dance or field trip. Assign tasks without regard to sex (ex. publicity, sale of tickets, refreshments).
2. Have students complete hypothetical income tax forms to develop awareness of financial resources and management.
3. Using role playing, have students simulate reversal of family roles and responsibilities, for example, head of the household.
4. Simulate a small business enterprise. Ask students to assume all responsibilities for management tasks.

Future Studies

Students generally benefit from discussion of their future life plans. Ask them to project roles they would like to perform in the future.

Then repeat the exercise again, this time asking them to respond as a member of the opposite sex. Ask students to compare the two responses and have them discuss the differences.

or

Students can draw their own timeline from birth to age ____, indicating their achievements every five years along the way.

Note: The myths and realities of women's roles in the world of home and work will be found in the appendix.



Career Awareness

An integral part of teaching in any content area is to have all students become aware of related career possibilities. It is important to emphasize expanding opportunities based on human roles rather than stereotyped sex roles. For example:

You are about to have the tires changed on your car. As you talk to the manager of the gasoline station you notice that of the three attendants, one is a girl, and that she has been assigned to work on your car.

Question: How confident do you feel that the tires will be securely placed on your car?

General Suggestions

Your existing curriculum provides many opportunities to increase career awareness in students. Some techniques which will be helpful in stimulating the examination of future roles are:

- A. Use value clarification strategies to help students identify motivating factors in setting goals and priorities for career selection.
- B. Have students assess their individual strengths and weaknesses.
- C. Point out the need to make a career choice based on skills, interests and abilities rather than sex roles.
- D. Encourage the development of knowledge and skills in fields of interest to students regardless of their sex.
- E. Help students explore career opportunities in areas that have not traditionally employed members of their particular sex.
- F. Provide students with non-traditional role models to stimulate their interest in a variety of career possibilities.
- G. Offer as many career exploration assignments as feasible. Emphasize how particular learnings in home economics are useful in future roles, child development, pediatrics, nutrition or medicine.

Suggestions for Career Awareness Activities:

Foods/Nutrition

1. Have students visit local restaurants, hospitals, catering firms or retail food stores.
2. Compile a list of positions that are available in the field.
3. Have students make a check list of the positions that they
 - do not like
 - might like to try
 - would really like to have
4. Hold class discussions noting the particular requirements for a position.
5. Inquire about the skills students feel they have acquired or may need to acquire for the position of their choice.
6. Note whether or not students have chosen positions that have traditionally been filled by a particular sex.
7. Help students explore the reasons for their career choices. Stress the need to make choices based on interests and abilities.
8. Simulate a food assembly line in class - include time-and-motion studies.

Clothing/Textiles

1. Have students set up a clothing laboratory based on information they have read about the apparel industry.
2. Select students for roles that will require them to carry out tasks that have not been traditionally performed by members of that sex:

--selection of fabric

--cutting the garment

--sewing - using factory piece work techniques

--pressing

--modeling

--selling

Have students discuss their feelings about the role they have played.

Ask them to note any particular difficulties a person of either sex might have in carrying out this position.

3. List some of the advantages and/or disadvantages involved in having only members of one particular sex hold certain positions.
4. Heighten career awareness; investigate the jobs of several individuals from the garment industry.

Housing/Interior Design/Equipment

1. Undertake a project involving students in actual working situations. For example, members of an interior design or housing class might rehabilitate a local community or child care center.
2. Emphasize the skills required for various positions and/or the need for further training.
3. Encourage students to explore various jobs based on their interest and abilities. For example, girls may prefer to hang draperies, build shelves or tile floors. Boys may wish to select fabrics, coordinate color schemes or sew slip covers.
4. Have students work in pairs (one male, one female) performing tasks related to the job in which they have shown interest.

Allow students to assess the performance of each partner while carrying out their assignment.

Ask students to explore careers related to the skills they are performing.

When students are making their field trips ask them to note how many males or females are employed in certain capacities. Discuss reasons why one particular sex may dominate certain positions.

5. Ask a student to investigate and report on the career ladder of an interior designer.

Consumer Economics/Management

1. Have students gather information about consumer related careers from a variety of sources. Possible sources are textbooks, libraries, career resource centers, guidance counselors, newspapers, magazines, state employment offices and people actively involved in consumer education and protection careers.

2. Have students role play a consumer protection worker by evaluating a product based on standards of safety, quality and performance.

Students may gain more insight into the responsibilities of a consumer protection worker by evaluating products not traditionally used by their sex. For example, girls could investigate power saws, automobile jacks, electric razors, or men's work clothing. Boys could evaluate items such as electric curling irons, food processors, baby equipment, washing machines, or handbags.

3. Hold class discussions based on the product evaluations. Encourage students of either sex to suggest factors that may have been overlooked in the evaluations.

Stress the need to have members of both sexes contribute their knowledge and skills in this field for the benefit of all mankind.

4. Examine the role of counselors who help families and individuals assess and allocate family resources.

Family Relations/Child Development

1. Invite as guests men and women that represent non-traditional roles such as: female members of the clergy, women athletic trainers, male nurses, male flight attendants, male dieticians, male nursery teachers, female food service managers. Allow students to ask any questions they may have.
2. Encourage students to think of careers in terms of human roles by inviting men/women who hold the same position. Pediatricians, marriage counselors or dual career parents might be good role models.
3. Have students participate in actual experiences by becoming peer counselors, or child care aides.
4. Provide simulation activities through the use of games to enable students to experience a variety of roles.

Career choice should be an evolving process based on exploratory experiences. All areas of home economics provide the opportunity to examine roles. Teachers can provide strategies and techniques for students to examine alternatives and evaluate the advantages and disadvantages of a particular job or occupation. This will help students to make life choices based on their interests and capabilities.

Evaluating Resource Materials

Educational materials influence students' attitudes towards sex roles. The primary function of any textbook, film, or pamphlet is to provide information about a particular subject. The language and pictures used can portray males and females in restrictive and stereotyped patterns.

Select any 10 consecutive pages from a classroom textbook.

Study the pictures and words.

1. How many girls are pictured? What are they doing?
2. How many boys are pictured? What are they doing?
3. Do the learning activities favor traditional sex roles?
4. Is the language sex biased?

Unless the textbook is extraordinary, it is probable that the sexes are portrayed differently. Boys are "doers" and girls "are". This message is conveyed over and over in educational materials and the media.

Teachers need skills in analyzing materials used in class. Now that courses are open to males and females, the subject matter needs to be expanded to include both sexes. Abilities, traits, interests and activities should not be assigned on the basis of male or female stereotypes. Both men and women should be shown: cooking, cleaning, making household repairs, doing laundry, washing the car, and taking care of children. Both men and women should be shown: making decisions, participating in sports, writing poetry, working in factories, stores and offices, playing musical instruments, practicing medicine and law, serving on boards of directors, and making scientific discoveries.

Evaluating Resource Materials

Teachers may be able to identify sex bias and sex stereotyping in educational materials with the use of this guide,

	<u>YES</u>	<u>NO</u>
1. Does the title lend itself to both sexes?	___	___
2. Does the material make both male and female students comfortable in learning about the subject?	___	___
3. Do males and females appear frequently in photographs, illustrations, and case studies?	___	___
4. Are there pictures of male and female students, teachers, and adults in non-stereotyped roles? (Any single parent families shown? Any men as caretakers of young children? Any women as breadwinners?)	___	___
5. Does personification of inanimate objects as well as animals involve the female as frequently as the male, without traditional stereotypes? (For example, that she blows!)	___	___
6. Is unbiased language used? Such as males and females referred to as: people, persons, he/she, or they	___	___
7. Is the reader given the impression that interesting, acceptable, or achievement-oriented females are the exception?...	___	___
8. Do learning activities and projects avoid sex stereotyping according to past traditional roles?	___	___
9. Are traditional female values such as concern for people, sympathy, and gentleness given as much respect and attention as the traditional male values such as strength, competition, and independence?..... Are all of these values offered as appropriate to all people?	___	___
10. Does the material dispel the myth that homemaking is only for females and outside employment is only for males?..... Is it demonstrated that males and females have the right to pursue the same occupations?	___	___
11. Are a wide variety of family lifestyles portrayed ranging from single adulthood, to the traditional marriage to dual career families?	___	___
12. Are the personal needs of males and females in adult life stressed in the areas of family relations, child care, housing, foods and nutrition, management, clothing selection and construction?	___	___

Using Sex Stereotyped and Biased Educational Materials

Once bias and stereotyping have been identified, many teachers will ask, "How can I use these materials now?" Perhaps one of the most effective ways to overcome these problems is to deal with it directly. Draw class attention to any sections which are heavily stereotyped. Make the textbook or film itself the topic of discussion. Increase student awareness by having them evaluate their own textbooks. Students can devise their own criteria or use those suggested here. Having students examine samples of stereotyping in language and pictures will hopefully lessen the impact and provide new information. Some classroom strategies are suggested:

- * At the beginning of the school year, spend one or more classes analyzing educational materials. Discuss stereotyping and point out the facts and fallacies present. Compare different textbooks.
- * Supplement lessons with up-to-date materials such as articles, filmstrips, and handouts which are free from sex stereotyping.
- * Study the subject of "Bias and Stereotyping". Look for pictures of males and females in stereotyped and expanded roles. Ask students to bring in pictures which might be used to replace illustrations in the textbook.
- * Use bulletin boards, displays and showcases to present both males and females in expanded roles.
- * Use outside resource persons as guest speakers for class. People in non-traditional roles and jobs would be especially interesting.
- * Have students analyze pamphlets, magazines and articles used in class. Ask students to edit materials which are heavily biased and stereotyped. Rewrite case studies and activities. Correct sex biased language using feminine and masculine pronouns or neuter pronouns.
- * Do a unit on "Semantics". Have students study the difference between negative, demeaning, exclusionary and neutral language. Find examples in textbooks.

The need for new male-female images to provide students with expanded role options is obvious. Educational materials can help to portray men and women as free to assume roles traditionally limited to one sex.

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VI. APPENDIXES

Excerpts from Public Law 94-482 - Education Amendments of 1976

The following sections of the Act deal specifically with sex bias and/or sex stereotyping.

Title II - Vocational Education

Part A - State Vocational Education Programs

"Declaration of Purpose"

Section 101

- (3) To develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes.

"State Administration"

Section 104 (b) (1)

Any state desiring to participate in the programs authorized by this Act shall also assign such full-time personnel as may be necessary to assist the State Board in fulfilling the purposes of this Act by

- (A) taking such action as may be necessary to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs.
- (B) Gathering, analyzing, and disseminating data on the status of men and women, students and employees in the vocational education programs of that State.
- (C) Developing and supporting actions to correct any problems brought to the attention of such personnel through activities carried out under clause (13) of this sentence.
- (D) Reviewing the distribution of grants by the State Board to assure that the interests and needs of women are addressed in the projects assisted under this Act.
- (E) Reviewing all vocational education programs in the State for sex bias.

- (F) Monitoring the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education.
- (G) Reviewing and submitting recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report.
- (H) Assisting local educational agencies and other interested parties in the State in improving vocational education opportunities for women.
- (I) Making readily available to the State Board, the State and National Advisory Councils on Vocational Education, the State Commission on the Status of Women, the Commissioner and the general public information developed pursuant to this subsection.

"Curriculum Development"

Section 133(a) Funds available to the states under section 130(a) may be used for contracts for the support of curriculum development projects including -

- (2) the development of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs and support services designed to enable teachers to meet the needs of individuals enrolled in Vocational Education programs traditionally limited to members of the opposite sex

"Vocational Guidance and Counseling"

Section 134(a) Not less than 20 per cent of the funds available to the States under Section 130(a) shall be used to support programs for vocational development guidance and counseling programs and services which, subject to the provisions of subsection (b) shall include

- (4) vocational guidance and counseling training designed to acquaint guidance counselors with (A) the changing work patterns of women (B) ways of effectively overcoming occupational sex stereotyping and (C) ways of assisting girls and women in selecting careers solely on their occupational needs and interests and to develop improved career counseling materials which are free;

"Vocational Education Personnel Training"

Section 135 (a) Funds available to the States under section 130(a) may be used to support programs or projects designed to improve the qualifications of persons serving or preparing to serve in vocational education programs including teachers, administration, supervisors of vocational guidance and counseling personnel. Including programs or projects-

- (2) which provide in-service training for vocational education teachers and other staff members to improve the quality of instruction, supervision, and administration of vocational education programs and to overcome sex bias in vocational education programs

"Grants to Assist in Overcoming Sex Bias"

Section 136 Funds available to the States under section 130(-) may be used to support activities which show promise of overcoming sex stereotyping and bias in vocational education

Subpart 5 - Consumer and Homemaking Education

"Consumer and Homemaking Education"

Section 150(b) (1) Grants to states under this subpart may be used, in accordance with five year state plans and annual program plans approved pursuant to section 104, solely for (1) educational programs in consumer and homemaking education consisting of instruction (A) encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners (B) encourage elimination of sex stereotyping in consumer and homemaking education by promoting the development of curriculum materials which deal (1) with increased numbers

- (A) Students (including information on their race and sex)

"National Advisory Council on Vocation Education"

Section 162(a) (6) (The National Advisory Council shall include individuals-)

- (6) who are women with backgrounds and experiences in employment and training programs, who are knowledgeable with respect to problems of sex discrimination in job training and in employment, including women who are members of minority groups and who have, in addition to such backgrounds and experiences special knowledge of the problems of discrimination in job training and employment against women who are members of such groups

Title V - Technical and Miscellaneous Provisions

Part B-Miscellaneous Amendments

Section 523(a) The Commissioner of Education shall carry out a study of the extent to which sex discrimination and sex stereotyping exist in all vocational education programs assisted under the Vocational Education Act of 1963, and of the progress that has been made to reduce or eliminate such discrimination and stereotyping in such programs and in the occupation for which such programs prepare students, The Commissioner shall report the results of such study together with any recommendations with respect thereto, to the Congress within two years after the date of the enactment of this Act.

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION

WOMEN'S BUREAU
WASHINGTON, D.C. 20210



THE MYTH AND THE REALITY

The Myth

A woman's place is in the home.

Women aren't seriously attached to the labor force; they work only for extra pocket money.

Women are out ill more than male workers; they cost the company more.

Women don't work as long or as regularly as their male coworkers; their training is costly—and largely wasted.

The Reality

Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home.

Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than \$3,000 a year. Another 4.7 million had husbands with incomes between \$3,000 and \$7,000.^{1/}

A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

^{1/} The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was \$7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

Women should stick to "Women's jobs" and shouldn't compete for "men's jobs."

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

The employment of mothers leads to juvenile delinquency.

Men don't like to work for women supervisors.

There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

Project Participants

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